



# RAMAKRISHNA MISSION SIKSHANAMANDIRA

(A NCTE recognized Govt. Aided (WB) Autonomous Post-Graduate College under University of Calcutta)  
Belur Math, Howrah - 711 202, West Bengal

2.4.13 Comprehensive appraisal of interns' performance is in place. The criteria used for assessment include

1. Effectiveness in classroom teaching
2. Competency acquired in evaluation process in schools
3. Involvement in various activities of schools
4. Regularity, initiative and commitment
5. Extent of job readiness

Any other relevant information



Swami Vidyamritananda  
Principal (Offg.)  
Ramakrishna Mission Sikshanamandira  
Belur Math, Howrah-711202, W.B.



## Criteria and weightages for intern's performance appraisal in B.Ed Programme

### 1. Effectiveness in Classroom Teaching

At Sikshanamandira, teaching competencies in the B.Ed programme are developed in two method papers. The First method paper is selected from the subject the trainee-teacher studied at the UG / PG level as the Honours paper / area of specialisation / main paper. The second method is chosen by the trainee-teachers in their area of interest from the subjects they studied as pass course papers.

All trainee-teachers' internship activities are measured in respect to these two method subjects each carrying 200 marks distributed in two semesters.

Semesters	Internship Phases	Method Papers	Marks
Third Semester	School Internship Phase I	First Method	100
		Second Method	100
Fourth Semester	School Internship Phase II	First Method	100
		Second Method	100

In the B.Ed programme, the total Marks in all semesters are 2000 marks out of which Internship carries 400 marks. Therefore, the internship carries a staggering 20 weightage in respect to the evaluation process of the entire B.Ed programme comprising 4 semesters.

Total Marks in all Semesters	Marks in Internship	Weightage of Internship
2000	400	20

During or at the end of the internship programme the final teaching examination is organised in the respective schools. At least 30 Learning Designs (LDs), duly prepared and approved by the Subject Supervisors are delivered by the trainee-teachers within this internship period.

A teaching diary is to be maintained by all trainee-teachers throughout the programme and it is required to submit the same to the institution at the end of the programme or at the time of final teaching examination.

The excerpts from the B.Ed. Curriculum is representative of the description mentioned above.



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Belur Math, Howrah - 711 202, West Bengal

B.Ed. Curriculum 2020-22

## Course – 134

**School Internship (Phase I): 8 Weeks - 200 Marks**  
**(1<sup>st</sup> Method: 100+2<sup>nd</sup> Method: 100)**

### **1<sup>st</sup> Method: 100 marks**

(\*Practice Teaching - 50 Marks & ^Final Teaching - 50 Marks)

\*Practice Teaching - 50 Marks (Method 1)

(Learning Designs - 30, Internship Attendance - 10, Teaching Diary - 10)

^Final Teaching - 50 Marks (Method 1)

### **2<sup>nd</sup> Method: 100 marks**

(\*Practice Teaching - 50 Marks & ^Final Teaching - 50 Marks)

\*Practice Teaching - 50 Marks (Method 2)

(Learning Designs - 30, Internship Attendance - 10, Teaching Diary - 10)

^Final Teaching - 50 Marks (Method 2)

In each phase of the Internship programme the total number is further divided in to the following marks

<b>School Internship Phase I (Semester 3)</b>		
<b>Subject</b>	<b>Breakups</b>	<b>Marks</b>
<b>A. Method Paper I</b>	1. Final Teaching	50
	2. Practice Teaching	(50)
	I. Learning Design	30
	II. Internship Attendance	10
	III. Teaching Diary	10
	<b>Total</b>	<b>100</b>
<b>B. Method Paper II</b>	1. Final Teaching	50
	2. Practice Teaching	(50)
	I. Learning Design	30
	II. Internship Attendance	10
	III. Teaching Diary	10
	<b>Total</b>	<b>100</b>
<b>Total Marks in both the Method in Internship Phase I</b>		<b>200</b>

<b>School Internship Phase II (Semester 4)</b>		
<b>Subject</b>	<b>Breakups</b>	<b>Marks</b>
<b>A. Method Paper I</b>	1. Final Teaching	50
	2. Practice Teaching	(50)
	I. Learning Design	30
	II. Internship Attendance	10
	III. Teaching Diary	10

“Education is the manifestation of the perfection already in man.”

- Swami Vivekananda

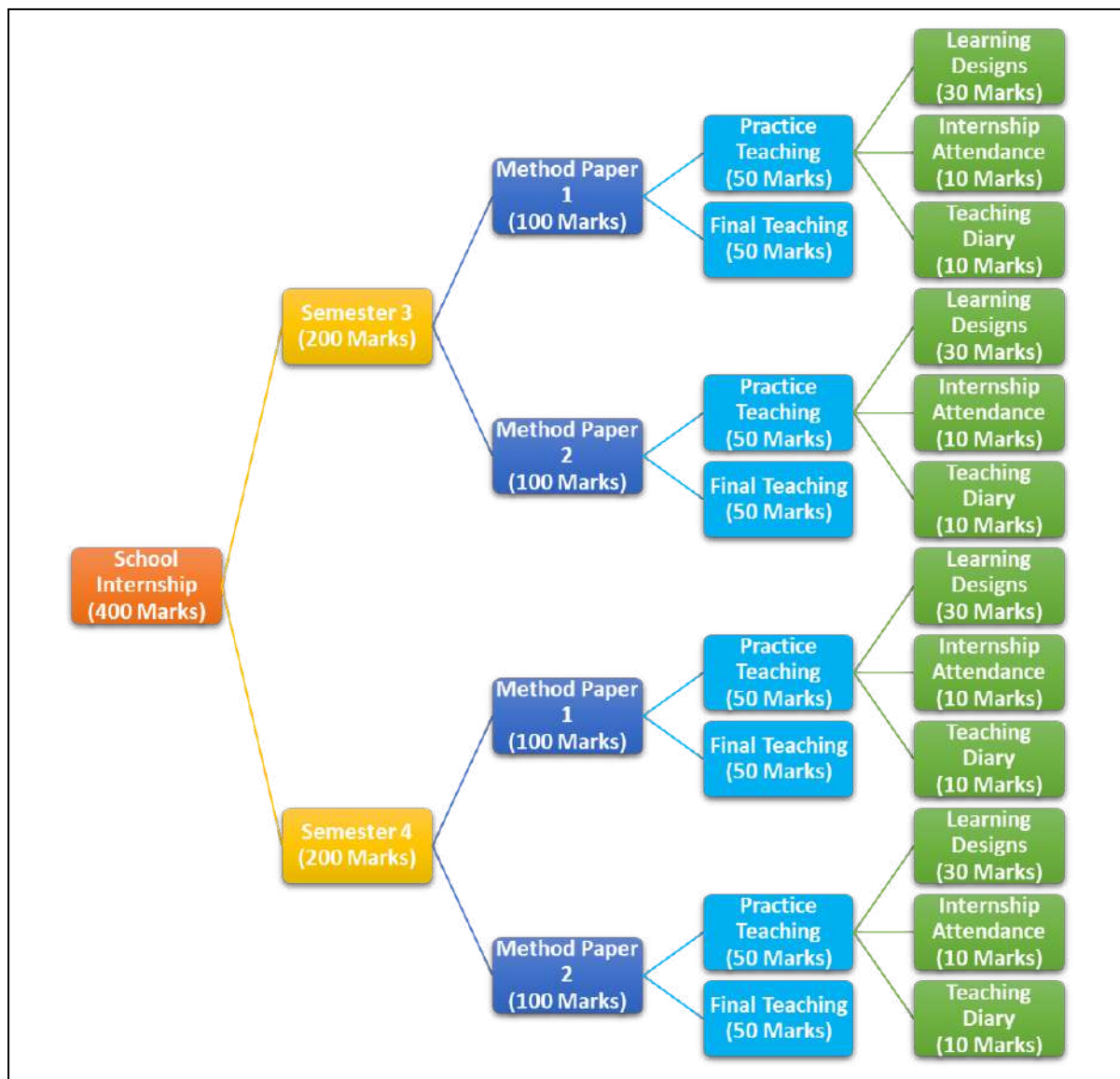


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	<b>Total</b>	<b>100</b>
<b>B. Method Paper II</b>	1. Final Teaching	50
	2. Practice Teaching	(50)
	I. Learning Design	30
	II. Internship Attendance	10
	III. Teaching Diary	10
	<b>Total</b>	<b>100</b>
<b>Total Marks in both the Method papers in Internship Phase I</b>		<b>200</b>
<b>Total Marks allotted in both the Method papers in all Internship</b>		<b>400</b>



Effectiveness in classroom teaching is continually monitored by the faculty members of Sikshanamandira who visit all the schools as ‘Subject Supervisors’ and assess trainee-teachers’ performances. The feedback on the classroom teaching of the trainee-teachers are given in a prescribed format known as ‘Practice Teaching Comments Book’ by the faculty members and the regular teachers of the internship school as well.

Here is some sample feedback by the faculty members -

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NAAC Re-accredited 'A'

**RAMAKRISHNA MISSION SIKSHANAMANDIRA**

(An Autonomous Post-Graduate Residential College under the University of Calcutta under Section 22 of the UGC Act and duly recognized by the NCTE )  
College with Potential for Excellence (CPE)  
College of Teacher Education (CTE) & Swami Vivekananda Centre for Multidisciplinary Research in Educational Studies (SVMRES)  
Belur Math, Howrah - 711 202, West Bengal.



**PRACTICE TEACHING COMMENTS BOOK**

Name.....SAYANTAN KUNDU.....

Roll No.....E-22..... Session.....2020-2022.....

Method 1.....PHYSICAL SCIENCE..... Method 2.....MATHEMATICS.....

Practice teaching School.....UTTARPARA AMARENDRA VIDYAPITH.....

CLASS : VIII - SUBJECT : P.S.E DATE : 12.10.2021

UNIT : পঞ্চম অধ্যায়

SUB - UNIT : আলোক বিদ্যুৎ ও চুম্বকত্ব

1. VOICE, EXPOSITION AND DELIVERY :

(a) Voice : very clear and prominent -

(b) Exposition : good .

(c) Delivery : nic .

2. PRESENTATION WITH CLEAR OBJECTIVES : Satisfactory .

3. QUESTIONING : Ask more valuable and interesting Question in your Subjects or topic related .

4. USE OF TEACHING AIDS : Colourful chart -

5. USE OF BALCK BOARD : Sufficient - not bad -

6. STUDENT PARTICIPATION : very active

7. LESSON PLAN : LD : present - ✓

8. COMMAND OVER THE SUBJECT : well managed .

9. ATTENTION TO THE WHOLE CLASS : To create more attention in your whole class .

10. CLASSROOM MANAGEMENT : well balanced .

11. REMARKS (If any) : "To create a good friendly atmosphere in your whole class ."

12. OVERALL EVALUATION : A+ | A | B+ | B | C+ | C

*Rathinika Sinha*  
Supervisor's Signature

After the final teaching the trainee-teachers submit all the feedback on his classroom teaching at the college along with the 'Teaching Diary'.

Before jumping into the real teaching at school internship, trainee teachers rigorously practise all the micro-teaching components before their peer groups and subject supervisors. The peer group also provides valuable comments in a written format which is collected by the trainee-teachers.

Here, is a sample peer feedback on the micro teaching skill -



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**RAMAKRISHNA MISSION SIKSHANAMANDIRA**  
**Belur Math, Howrah-711202**

PEER OBSERVATION SHEET FOR MICRO TEACHING

NAME OF STUDENT : SAPTENDU DEY  
 COURSE : B.Ed. - 2<sup>nd</sup> Sem. (Session 2019-21)  
 ROLL NO. : F-66  
 SUBJECT : Life Science  
 TOPIC : Response and Physical Co-ordination in animals - Nervous System  
 CLASS : X

N.B.	
Very Good	= 5
Good	= 4
Average	= 3
Poor	= 2
Very Poor	= 1

SKILLS	COMPONENTS	RATING					TOTAL OUT OF 25
		5	4	3	2	1	
1) INTRODUCING A LESSON	Securing student attention	✓					22
	Assessing motivational level		✓				
	Relate to prior knowledge		✓				
	Specifying the points to be taken for teaching		✓				
	Using appropriate devices		✓				
2) EXPLANATION	Objective of the unit	✓					24
	Clarity and precision of language		✓				
	Continuity and relevance		✓				
	Using relevant examples		✓				
	Stimulus variation for maintaining attention		✓				
3) QUESTIONING	Precision and clarity of language		✓				23
	Linking with specific learning objectives		✓				
	Refocusing and re-directing		✓				
	Using student response		✓				
	Prompting		✓				
4) ✓ BLACK BOARD USE OF	Clarity and purpose	✓					24
	Legibility of Handwriting and drawing		✓				
	Line, Space and time		✓				
	Use of proper equipments/ devices.		✓				
	Use proper student's response		✓				
5) REINFORCEMENT	Appropriateness of reinforcement	✓					24
	Positive and negative reinforcement		✓				
	Verbal and non-verbal reinforcement	✓					
	Interactive reinforcement	✓					
	Immediate or delayed reinforcement	✓					
6) CLOSURE	Summarization		✓				22
	Link with future lesson	✓					
	Link with real life activities		✓				
	Evaluation	✓					
	Adequacy of assignment		✓				

SUGGESTION (IF ANY): you should focus more on closure.  
More use of Blackboard is required.

Purnab Kumar Hati  
EVALUATOR'S SIGNATURE 12/03/2020

N.B.	
21-25	= Very Good
16-20	= Good
11-15	= Average
6-10	= Poor
below 6	= Very Poor

At the end of the internship, the assessment of final teaching is conducted where both the internal and external examiner examines the final teaching skill of a trainee teacher. The teaching performance of a trainee-teacher is assessed in some micro components. The average score of both the examiner is awarded to the trainee. This process ensures the effectiveness of classroom teaching of trainee teachers.

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RAMAKRISHNA MISSION SIKSHANAMANDIRA  
B.ED. 2020-22 (4TH SEMESTER EXAMINATION 2021-22)  
Course 144: School Internship (Phase II): 8 Weeks (Final Teaching)  
Combined Marksheet (2nd Method)

Name of School: Khamarpara Jagriti Hindi Vidya Mandir

Date: 12.07.2022

Sl. No.	College Roll No.	Name	Exam. Roll No. (RSIK01)	2 <sup>nd</sup> Method	Internal Examiner (50 Marks)	External Examiner (50 Marks)	Total (100 Marks)	Average (50 Marks)
1	F-17	Ashish Gupta	20017	History				
2	F-29	Vikash Shaw	20028	Political Science				
3	F-75	Santosh Kumar	20074	Mathematics				
4	F-86	Vikash Kumar	20084	Physical Science				

Signature of External Examiner

Signature of Internal Examiner

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**RAMAKRISHNA MISSION SIKSHANAMANDIRA**  
B.ED. 2020-22 (4TH SEMESTER EXAMINATION 2021-22)  
Course 144: School Internship (Phase II): 8 Weeks (Final Teaching)

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Marksheet

FINAL TEACHING

1st Method

Date: 12.07.2022

Name of School- Khamarpara Jagruti Hindi Vidya Mandir

Sl. College No. Roll No.	Name	Exam. Roll No. (RSIK01)	Name of Method Paper - 1	Delivery (10)	Presentation (5)	Questioning (5)	TLM (5)	Use of Black-board/ Projector (5)	Command over the Subject (5)	Student Participation (2.5)	Learning Design (2.5)	Voice Quality (2.5)	Classroom Management (2.5)	Overall Impression (5)	Total (50)
1	F-17 Ashish Gupta	20017	Hindi												
2	F-29 Vikash Shaw	20028	Hindi												
3	F-75 Santosh Kumar	20074	Physical Science												
4	F-86 Vikash Kumar	20084	Life Science												

Signature of Internal Examiner

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RAMAKRISHNA MISSION SIKSHANAMANDIRA  
B. ED. 2020-22 (4TH SEMESTER EXAMINATION 2021-22)  
Course 144: School Internship (Phase II): 8 Weeks (Final Teaching)

Page 1 of 1

### Marksheet

FINAL TEACHING

Date: 12.07.2022

Name of School: Khamarpara Jagriti Hindi Vidya Mandir

Sl. No.	College Roll No.	Name	Exam. Roll No. (RSIK01)	Name of Method Paper - II	Delivery (10)	Presentation (5)	Questioning (5)	TLM (5)	Use of Black-board/ Projector (5)	Command over the Subject (5)	Student Participation (2.5)	Learning Design (2.5)	Voice Quality (2.5)	Classroom Management (2.5)	Overall Impression (5)	Total (50)
1	F-17	Ashish Gupta	20017	History												
2	F-29	Vikash Shaw	20028	Political Science												
3	F-75	Santosh Kumar	20074	Mathematics												
4	F-86	Vikash Kumar	20084	Physical Science												

Signature of External Examiner



## 2. Competency acquired in evaluation process in schools

The internship period at RKM Sikshanamandira is a pivotal component of the education system, allowing students to acquire competencies beyond the classroom. Skills acquired during school internship by students of RKM Shiksha Mandir are as follows:

### **Practical Teaching Skills:**

During their internship, students are actively engaged in classroom teaching. This hands-on experience equips them with practical teaching skills, including lesson planning, classroom management, and effective pedagogical techniques.

### **Adaptability and Flexibility:**

Interns at RKM Sikshanamandira often face diverse classroom scenarios. They learn to adapt and be flexible in their teaching approach, catering to the unique needs and learning styles of their students.

### **Communication and Interpersonal Skills:**

Interacting with students, parents, and colleagues during the internship hones students' communication and interpersonal skills. They learn to build positive relationships and communicate effectively with various stakeholders.

### **Problem Solving and Decision Making:**

Interns encounter challenges in the classroom and are encouraged to devise solutions independently. This experience fosters problem-solving and decision-making skills, crucial for effective teaching.

### **Reflective Practice:**

Interns engage in reflective practice, analysing their teaching methods and student outcomes. This self-assessment leads to continuous improvement in their teaching techniques.

### **Ethical Values and Professionalism:**

RKM Sikshanamandira instils ethical values and professionalism in its interns. They learn to uphold high ethical standards and maintain a professional demeanour throughout their teaching journey.



### **3. Involvement in various activities of schools**

During internship, trainee-teachers are involved in a wide range of activities in the internship school. In the curriculum B.Ed. Programme it is also clearly mentioned that during the Internship period the trainee-teachers are to be attached to the school and they are to undertake such duties as are assigned to them by the Head of the Institution of the school in all school related activities. In this period, the trainee-teachers are acquainted with the overall conduct of the school activities and record keeping. It includes -

- Morning assembly conduction
- Class time table preparation
- Attendance register keeping
- Stock register keeping
- Mid-day meal supervision
- Conduct of periodical meetings
- Purchase and consumption
- Co-curricular activities etc.



## Course – 134

### **School Internship (Phase I): 8 Weeks - 200 Marks (1<sup>st</sup> Method : 100+2<sup>nd</sup> Method : 100)**

#### **1<sup>st</sup> Method : 100 marks**

(\*Practice Teaching - 50 Marks & ^Final Teaching - 50 Marks)

\*Practice Teaching - 50 Marks (Method 1)

(Learning Designs - 30, Internship Attendance - 10, Teaching Diary - 10)

^Final Teaching - 50 Marks (Method 1)

#### **2<sup>nd</sup> Method : 100 marks**

(\*Practice Teaching - 50 Marks & ^Final Teaching - 50 Marks)

\*Practice Teaching - 50 Marks (Method 2)

(Learning Designs - 30, Internship Attendance - 10, Teaching Diary - 10)

^Final Teaching - 50 Marks (Method 2)

- Eight weeks school internship shall be carried out during the third semester. Here, the student teachers are required to be placed suitably in the schools.
- The institute may assign a senior faculty as 'School Internship Coordinator' for smooth functioning of the internship programme, who would identify and allot schools to student teachers and maintain liaison with the schools. The role of the 'School Internship Coordinator' would be to share his professional experiences, present model lessons, assess student teachers' performance, and provide on-site guidance and support during internship.
- Selected faculty members of the institute, on the basis of their availabilities, would be allotted to different schools as 'School Internship In-charge' during the internship period. Along with the names of the 'School Internship In-charge', the subject/subjects are to be observed and the schools for observation may be written & noticed.
- In each school one or two group leaders can be selected among the student teachers. The 'School Internship In-charge' shall coordinate the activities of all the student teachers with the group leaders of the school. All the faculty members, on the basis of their availabilities, would visit all the schools as 'Subject Supervisors' and would assess student teachers' performance.
- During this period the student teacher shall be attached to the school and he shall undertake such duties as are assigned to him by the Head of the Institution of the school in all school related activities.
- During this semester the student teachers are acquainted with the overall conduct of the school activities and record keeping. It may include morning assembly, class time table, attendance



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## *B.Ed. Curriculum 2022-23*

register, stock register, mid-day meal, conduct of periodical meetings, purchase and consumption and co-curricular activities.

- During or at the end of the internship programme the final teaching examination shall be organised by the institution in the respective schools preferably in their first method subject. At least 30 learning designs should be delivered within this internship period (duly prepared and approved by the Subject Supervisors).
- A teaching diary is to be maintained by all student teachers throughout the programme and it is required to submit the same to the institution at the end of the programme or at the time of final teaching examination.

- ❖ Here are some glimpses of the activities the trainee-teachers performed during their internship at school.



**Students are encouraged to undergo various collage and art related activities**

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- Swami Vivekananda



**Trainees are engaged in checking students Home assignments**

All the activities they performed are systematically recorded by them in the 'Teaching Diary' which they submit before Final teaching assessment at the college. The 'Teaching Diary' carries 10 marks and the marks are awarded on the basis of their involvement in the internship school in other activities mentioned above. The school internship coordinator, a faculty member of Sikshanamandira who supervises the activities of trainee-teachers during the internship, awards the marks.

- ❖ Here are some photocopies of the 'Teaching Diary' submitted by the trainee-teachers.



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RAMAKRISHNA MISSION

College :- Ramakrishna Mission Sikshanamandira

Name :- Apratim Chakraborty

B.Ed  
sem :- ~~F-46~~ 3rd sem

Course  
Name :- 135 (Learner's study) (EPC-4)

Session :- 2021-2023

Topic for  
Practicum :- School Internship EPC 4 (Learner's study)  
various co-curricular activities and  
aspects of learners.

Roll No :- ~~F-46~~

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## Introduction

The phrase 'comprehensive development of a learner' can only be perceived if we include various extra-curricular activities along with the basic curriculum of a class. The learner's study refers to understanding various aspects of the learners. As we know, a school is a place where a child not only learns the subjects specified but they are also developed overall. It's an all encompassing field where a child's character builds up. The teacher's role is to be a friend, philosopher and guide. They will only ignite the candle that exists within each and every student. In addition to learning various subjects, a child also learns various moral-ethical-social-codes that exists in our society. As we know, school is the second home of a child. Hence, it's a place where a child is expected to learn various social norms, codes, ethical and moral standards. Only textbook learning is not enough to guide them in this regard. They also need teachings from other fields. That's why 'co-curricular' activities form an integral part alongside the basic school curriculum. There are various activities in which the students engage themselves with. In this praccium, I shall note down the inputs





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Main gate of Ghosuri Uchha  
Madhyamik Vidyalaya

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2

at I've gotten from my two-month experience of practice teaching at Ghusuri Uchcha Madhyamik Vidyalaya. The students of the aforementioned school engages in various extra & co-curricular activities so that they get to learn about aspects that are not inscribed only in the textbooks.

Ghusuri Uchcha Madhyamik Vidyalaya at Ghusuri is a school where children from class VI to XII studies. In addition to their curriculum, they take part in various extra-curricular activities. For example, from everyday prayer to playing football, engaging in various competitions such as drawing, reciting, quizz, there are various ways to enhance their life skills. Apart from that, the school also has a gym, a library to read books, a computer lab, midday meal facility and various events.

In other words, they take part in various events at the school. In our stay, we held various activities at the major events to facilitate learning. From holding ~~com~~ friendly competitions at children's day (drawing, recitation, quizz show, football match), holding dengue awareness programme, there are lots of ways we made sure to bring about their inner potential and make their learning flexible.

~~over~~



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*Prayer line*

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## Prayer Line

A school's activities start with the morning prayer. At Ghoswari Uchcha Madhyamik Vidyalaya, the prayer starts at 10:55 am every day, from Monday to Saturday (regular school days). Prayer is the integral part of <sup>the</sup> co-curricular activities. A well-synchronized prayer only creates unity and a sense of good feeling among the students. The students need to make lines and stand ~~with~~ with well composure and join the chorus of our National song, 'Jana Gana Mana'. The prayer uplifts the students from within and makes them ready for the day's lesson as well.

At Ghoswari Uchcha Madhyamik Vidyalaya, there's only national song that's performed by the students. The teachers help the students to line up and co-ordinate the prayer. Once the prayer ends, the students do not show haste but slowly make a line and go to their respective classes. So, the main objective of the inclusion of prayer in morning prayer is to instill within them an inner strength, and create a positive atmosphere.



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*attendance register*

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## Attendance Register

The attendance register is one of the most important aspect of a school's administrative work. The attendance of the students are recorded in an attendance register. In order to ensure that a student's attendance gets recorded, it's essential to ensure that a proper way to use the attendance register is learned. In

our experience at Ghosuri Uchcha madhyamik vidyalaya taught us how to keep/record the attendance at each class. There's an attendance register available for each class, from VI to XII class.

Even though there are less students in the school, those who were present were regular for sure.

In order to mark 'present', we ~~used~~ marked ~~present~~ 'P' or 'P', and to mark 'absent', we just put a dot against their name.

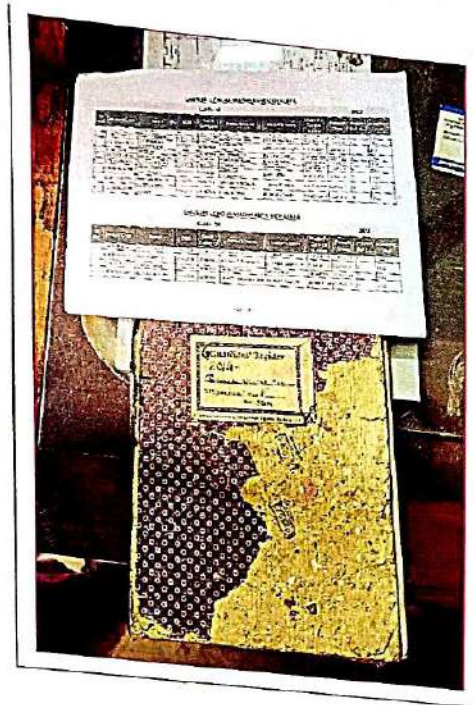
The correct way to handle the attendance sheet allowed us to know more about how a school works and how important it is to record the attendance of the students. Moreover, the students were also encouraged to be regular at class.



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*Admission register*

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## Admission Register

Admission register refers to the way a school records the name, class, & address and other essential details of the admitted students.

The respected teachers at Ghosuri Uchcharamadhyamik vidyalaya helped us and allowed us to take a look into the admission register of their school. The overall experience was ~~fact~~ fulfilling as, it was essential to know the admission process as a part of learner study. The learner study isn't only about holding co-curricular activities, helping out at midday meal, arranging events, synchronizing and co-ordinating at morning prayer, but also making sure that we know about the whole admission process.

The admission generally happens at this school after the cessation of one academic year and from class VI, the school accepts admission. The school has science, arts and commerce streams at Class XI-XII as well.

An admission register thus records all details, pertaining to the child including the arrival date of birth, and ~~at~~ all the other important dates. The teachers at Ghosuri school explained us about the admission process.





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*library*

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## Library of the school (Library waste involvement)

School libraries are one of the most important places for children to develop. A school library can assist students with books so that they can take time to study. Not only that, a school library is perhaps a place where it can also be said to have a plethora of learning materials. It's a place known as a reservoir of knowledge. A proper library creates the essential habit of reading in students. Each school must have libraries because they are part of the lives of the students, serving as a storehouse of information.

At Ghusuri Uchcha Madhyamik Vidyalaya, it can be said that there's a library but it's hardly visited upon by the students. Though in dire state, it can be rejuvenated. In fact, students of the school have shown great interest in library & learning.

At Ghusuri school's library there are teaching-learning materials available as well. For example there are charts related to biology, geography and other subjects. In addition, the place also has a globe to provide the students an idea about geographical locations. All in all, it can be said that Ghusuri library has immense potential to be a great place for the school's students.



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Computer Room

“Education is the manifestation of the perfection already in man.”

- Swami Vivekananda



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## Computer lab

When it comes to co-curricular activities of students, one should lay emphasis on areas that can offer learning. Even though computer lab exists as an aid to the subject 'computer' of the curriculum, it's also possible to include a computer lab as a part of the co-curricular activities.

A computer is required in today's age immensely. It serves as the staplestone to success. If the best part of the computer learned, then students will be able to tackle various issues in their daily life. It's educational as well as fun. Thus, it's imperative to include computers or computer lab at schools.

It can be said that at Ghusuri UchhaMadhya-Mik vidyalaya, there's a computer lab for both the students and teachers. It offers them something apart from their regular syllabus. With the supervision of the teachers, they can have the luxury of using the computer for their interest.

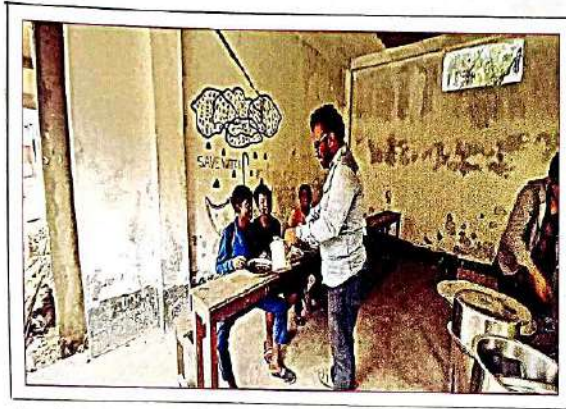
However, computers can be a source of evil as well. Therefore, it was important to supervise their actions and see ensure that they are on the right path. Overall, the condition of the computers were quite decent at the school and students actively participated in the computer lab session.



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Midday meal

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- Swami Vivekananda



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## Midday meal facilities

In order to ~~to~~ observe the learner's activity, it's essential to observe everything that a student does at school and that includes midday meal moments as well.

According to the sources, ~~the~~ The Midday meal is one of the integral programmes of any school and one has to observe how it is done as well. Midday meal actually falls under the Midday Meal Scheme of the West Bengal Government. According to the sources, the midday Meal scheme is a school meal programme in India ~~and~~ that's designed to better the nutritional standing of school-age children nationwide. The programme supplies free lunches on working days for children in Government primary and upper-primary schools, Government aided Anganwadis, Madrasa and Magtals.

The 2-month practice teaching at ~~the~~ Chhusuri Uchcha Madhyamika Vidyalaya allowed us to know more about the midday meal facilities and how it is done and how the hygiene is maintained. Moreover, it also ~~also~~ allowed us to know more about the student's activity.



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So, at Ghusuri Uchcha Madhyamin Vidyalaya, the lunchtime or tiffin break happens at 1:30 PM everyday from Monday to Saturday. Once the tiffin break starts, the students at Ghusuri school make a line and go to the midday meal hall and sit at the respective seats.

It is a well synchronized and organized way of handling midday meal everyday. One of the key points of daily midday meal is, the students come to the school everyday.

The practice teachers, us, at Ghusuri Uchcha Madhyamin Vidyalaya also helped with the whole midday meal schedule, served food and observed their behaviour.

As for the midday meal hygiene, the food quality was normal and there was no unhygienic level as far as the midday meal or hall or food's condition was concerned.

After eating the midday meal, (the break is from 1:30 - 2:30 PM), the students wash their hand ~~near~~ <sup>and</sup> ~~at~~ go to their ground to play on to their classes. The food includes rice, daal, eggs, sabzi and other food items.



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## School gym

If one ~~has~~ takes care of one's body, then the person can do a lot of work for a long period of time. Having a gym stationed at school is a great way to ensure that a physical education teacher can guide the students and make them aware about the benefits of keeping the bodies fit. Proper gym equipments at school, such as a treadmill, stationary bicycle, etc are extremely convenient for students to workout.

Gym is not only to workout and make muscular bodies but to <sup>be</sup> keep healthy and keep being healthy as well. Each student at Ghoswari Uchcha Madhya Mith Vidyalaya are encouraged to go to the gym every now and then, as part of education and also as a co-curricular activity.

We, the practice teachers at Ghoswari school also helped the students during their gym session and learned more about their efficiency. A proper gym session gives them interest and also makes them ready for a few classes. → It's essential to include gym session or similar activities to make the classes interesting.





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School gym

“Education is the manifestation of the perfection already in man.”

- Swami Vivekananda



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co-curricular activities <sup>at</sup> events  
Children's Day celebration

Children's Day is celebrated across India to raise awareness about the rights, education, and welfare of children. It is celebrated on ~~the~~ 14th November every year on the birthday of the First Prime Minister of India, Pandit Jawaharlal Nehru, who was known to have been fond of children. It is a public holiday, but a lot of schools hold special events and the students take participation.

Children's Day observation lets us know about learner's behaviour as they engage in various co-curricular activities like a mini-sports competition between classes, quiz competition, drawing competition, and more.

These co-curricular activities also let us observe them and as it suggests, these co-curricular activities are directed to learner's enhancement of other skills. For example, if a school holds quiz competition between students, then, the general knowledge of the students can be tested and in turn, they will also be



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able to learn more about various things. Similarly, one could also hold drawing competition and it would become a great co-curricular activity for the students as they will be able to showcase their imaginative skill and power. In fact, it'd surely instill in them a hunger to do well if there are rewards at the end. Overall, a child's day can be celebrated in various ways and that includes inclusion of various co-curricular activities.

Our 2-month-practice teaching at Ghusuri Uchha Madhyamik Vidyalaya allowed us to hold and celebrate the children's day on 14th November with the students.

This day or event allowed us to hold various mini-competitions and make it really interesting for the students. Our aim was to make fair games as part of co-curricular activities and to study the learners.

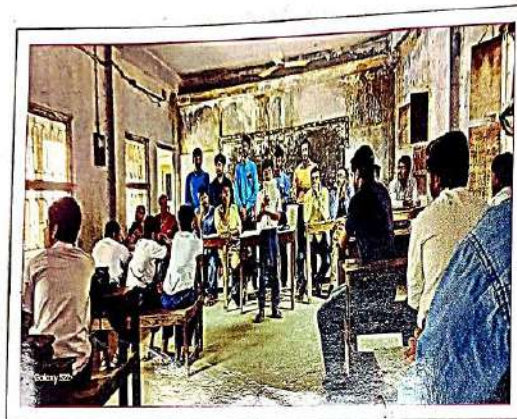
In this respect, we, the trainee-teachers at Ghusuri Uchha Madhyamik Vidyalaya held events like, i) Drawing competition, ii) Quiz competition, iii) Recitation, iv) Mini-games, v) Football competition.



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*Recitation*

“Education is the manifestation of the perfection already in man.”

- Swami Vivekananda



## i) Drawing competition

On the 10th of November, we at G. Ghusuri Uchcha Madhyamik Vidyalaya, as their practice teachers held a drawing competition <sup>among</sup> for the students. At the end of the competition, the winners of the competition (1st, 2nd, 3rd) would get prizes and other participants also received consolation prizes.

The chief aim of conducting this competition was to enhance their visual and intelligence. And the students could test their imagination and draw anything. They could use different colour pencils, as well; even normal pencil sketch was allowed for the drawing competition.

All the students participated in the drawing competition and they performed really well as per their imaginative power.

## ii) Recitation

After holding a drawing competition, we also held a recitation event on children's day at Ghusuri Uchcha Madhyamik Vidyalaya. A few students participated in the recitation event. Those who participated recited a poem from their language book by reading the lines of the poem. The aim of holding a recitation was to improve their confidence level, to understand whether



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*quiz*



*Throw ball in the basket*

“Education is the manifestation of the perfection already in man.”

- Swami Vivekananda



they can feel the meaning of the lines, and ultimately encourage them to participate in a cultural or curricular activity. Voice modulation, pause, speed, everything was kept in mind during the evaluation process. Just like the drawing competition, for the recitation too, ~~the~~ we held 1st, 2nd and 3rd prizes and consolation prizes for those students who participated.

## ii) Quiz competition

On children's day, we, the trainee teachers at Ghosuri uchha Madhyamik Vidyalaya held an open quiz competition among the students. We set questions that could be answered by students from class VI to class XII alike. From local questions to questions related to sports, history, geography, language, nation were asked. The teachers at the school asked the questions that we prepared and just like other competitions, this one too had prizes for 1st, 2nd and 3rd, and consolation prizes for the participants.

## iii) Mini-games

In addition to the aforementioned competitions, we also held a few mini-games as part of co-curricular activity. The mini-games included a few games such as 'hit the wicket', 'Drop the ball on a basket', 'Passing the ball under the



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Yogasana



Pass the ball



→ Targe distribution  
economy

“Education is the manifestation of the perfection already in man.”

- Swami Vivekananda





gap of a chair'. All the students actively participated in those events / games. Each student took ~~the~~ each turn to either hit the wicket, pass the football, or throw the ball into the basket. All of them received 2 turns, ~~to do~~ for their turn for their part in the mini-games. Just like the other competitions, each mini-game had prizes for first, second and third and consolation prizes for all the participants.

## v) Football match

Sports is <sup>as</sup> equally important as normal studies. It's the peak Co-curricular activity as well. On Children's day, in addition to the other activities and games, we also held a football match. The students of the class vi-xii formed two teams (from the interested ones), and played a 30-minute football game with 15 min for each half. The winner of the game received a prize and the runner-up also received a consolation prize.

## The Prize distribution ceremony

The events of the children's day ended with the prize distribution for all the games, competitions and activities. The respected teachers ~~and~~ handed the gifts to the winners and ~~we~~ we also handed the consolation prizes to ~~the~~ for all the participants.



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*Dengue awareness*



*cleaning the field as  
part of dengue awareness  
programme*

“Education is the manifestation of the perfection already in man.”

- Swami Vivekananda



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## Dengue Awareness Programme

There are a lot of activities on co-curricular activities that are extremely educational in nature. One such activity that we organized at the Ghusuri Achcha Madhyamik Vidyalaya was conducting a Dengue awareness programme.

The main aim of the programme was to provide awareness about the deadly disease dengue, caused by the dengue mosquitoes. Mainly, this programme was organized by the teachers at the Ghusuri school. However, we, the practice teachers at the school were also invited to take part and tell a few details about the disease dengue, the ~~dos~~ <sup>dos</sup> and ~~deets~~ <sup>deets</sup>, using of mosquito net, cleaning the congested areas, spilling ~~congested~~ <sup>still</sup> waters from cans, tubs, etc.

Moreover, the teachers of Ghusuri school also organised a programme where both teachers and the students would clean the play ground as part of Dengue awareness programme. We actively took participation and helped the students do their part and clean the ~~the~~ school field.

## Conclusion

In order to observe or ensure the comprehensive development of the learner, it's essential to observe them, the students, and ensure that they participate in various co-curricular activities in addition to their normal-regular studies. The 2-month ~~these~~ experience at Ghusuri high school allowed us to actively analyse and observe the students and



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behaviour. The students at the school took part in various co-curricular activities, like various social events, on children's day, etc. As a teacher the experience of administrative work also allowed to know knowing the attendance register, admission register, etc. overall, the holding various co-curricular activities were needed for students all round development.

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- Swami Vivekananda



## **4. Regularity, initiative and commitment**

Regularity in the attendance is a very important part of the internship programme. To monitor the attendance of the internees an attendance register is kept in the custody of each internship school Headmaster / TIC. The trainee-teachers assigned to each school regularly put their signatures both for the arrival and departure time at the HM / TIC chamber like the regular teachers of the concerned school. On the basis of the attendance of the trainee-teacher, the HM /TIC of the concerned school gives the internship completion certificate to each trainee-teacher. After the internship programme, the attendance registers are collected from each internship school.





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<b>Daily Attendance</b> FOR THE MONTH April 2022 Anupam Samanta.											
Date	Rakshit Talali		Dip		Kamran Khilana		Sagnan Mukherjee		Sagnan Biswas		
	Arrival	Signature	Departure	Signature	Arrival	Signature	Departure	Signature	Arrival	Signature	
1	09:10 R.A	5:35 R.A	10:41 R.A	10:41 R.A	10:41 R.A	10:41 R.A	10:41 R.A	10:41 R.A	10:41 R.A	10:41 R.A	
2											
3											
4											
5	09:10 R.A	4:40 R.A	10:41 R.A	10:41 R.A	10:41 R.A	10:41 R.A	10:41 R.A	10:41 R.A	10:41 R.A	10:41 R.A	
6	09:10 R.A	4:40 R.A	10:41 R.A	10:41 R.A	10:41 R.A	10:41 R.A	10:41 R.A	10:41 R.A	10:41 R.A	10:41 R.A	
7	09:10 R.A	4:40 R.A	10:41 R.A	10:41 R.A	10:41 R.A	10:41 R.A	10:41 R.A	10:41 R.A	10:41 R.A	10:41 R.A	
8											
9	09:10 R.A	4:40 R.A	10:41 R.A	10:41 R.A	10:41 R.A	10:41 R.A	10:41 R.A	10:41 R.A	10:41 R.A	10:41 R.A	
10											
11	09:10 R.A	4:40 R.A	10:41 R.A	10:41 R.A	10:41 R.A	10:41 R.A	10:41 R.A	10:41 R.A	10:41 R.A	10:41 R.A	
12	09:10 R.A	4:40 R.A	10:41 R.A	10:41 R.A	10:41 R.A	10:41 R.A	10:41 R.A	10:41 R.A	10:41 R.A	10:41 R.A	
13	09:10 R.A	4:40 R.A	10:41 R.A	10:41 R.A	10:41 R.A	10:41 R.A	10:41 R.A	10:41 R.A	10:41 R.A	10:41 R.A	
14											
15											
16											
17											
18	09:10 R.A	4:40 R.A	10:41 R.A	10:41 R.A	10:41 R.A	10:41 R.A	10:41 R.A	10:41 R.A	10:41 R.A	10:41 R.A	
19											
20											
21	09:10 R.A	4:40 R.A	10:41 R.A	10:41 R.A	10:41 R.A	10:41 R.A	10:41 R.A	10:41 R.A	10:41 R.A	10:41 R.A	
22											
23											
24											
25											
26											
27											
28	09:10 R.A	4:40 R.A	10:41 R.A	10:41 R.A	10:41 R.A	10:41 R.A	10:41 R.A	10:41 R.A	10:41 R.A	10:41 R.A	
29	09:10 R.A	4:40 R.A	10:41 R.A	10:41 R.A	10:41 R.A	10:41 R.A	10:41 R.A	10:41 R.A	10:41 R.A	10:41 R.A	
30	09:10 R.A	4:40 R.A	10:41 R.A	10:41 R.A	10:41 R.A	10:41 R.A	10:41 R.A	10:41 R.A	10:41 R.A	10:41 R.A	
31											
TOTAL											

<b>Register of Teachers</b> OF: April 2022											
Date	Kamran Khilana		Sagnan Mukherjee		Sagnan Biswas						
	Arrival	Signature	Departure	Signature	Arrival	Signature					
1	10:41	Kamran Khilana	10:41	Sagnan Mukherjee	10:41	Sagnan Biswas					
2											
3											
4											
5											
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30											
31											
TOTAL											

The attendance percentage of the trainee-teachers during the school internship also plays a significant role in the final assessment of the method wise calculations of marks for the internship programme. The weightage of Internship Attendance in each method paper is 10 marks. The marks are awarded to the internees on the basis of their internship percentages.

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- Swami Vivekananda



*B.Ed. Curriculum 2020-22*

## Course – 134

**School Internship (Phase I): 8 Weeks - 200 Marks**  
**(1<sup>st</sup> Method: 100+2<sup>nd</sup> Method: 100)**

### **1<sup>st</sup> Method: 100 marks**

(\*Practice Teaching - 50 Marks & ^Final Teaching - 50 Marks)

\*Practice Teaching - 50 Marks (Method 1)

(Learning Designs - 30, Internship Attendance - 10, Teaching Diary - 10)

^Final Teaching - 50 Marks (Method 1)

### **2<sup>nd</sup> Method: 100 marks**

(\*Practice Teaching - 50 Marks & ^Final Teaching - 50 Marks)

\*Practice Teaching - 50 Marks (Method 2)

(Learning Designs - 30, Internship Attendance - 10, Teaching Diary - 10)

^Final Teaching - 50 Marks (Method 2)

	<b>Total Marks (in two method papers)</b>	<b>Internship Attendance Marks</b>	<b>Weightage</b>
<b>School Internship Phase I</b>	200	20	10 %
<b>School Internship Phase II</b>	200	20	10 %
<b>Total</b>	400	40	10 %

## **5. Extent of job readiness**

School internship program at Sikshanamandira is designed to provide aspiring trainee-teachers with practical teaching experience in a real classroom setting. The internship aims to enhance their job readiness by allowing them to apply their theoretical knowledge, develop teaching skills, and gain insights into the teaching profession. The extent of job readiness from the school internship programme is reflected in the the following aspects:

**Classroom Management Skills:** Through the internship, trainee-teachers develop classroom management techniques and strategies to create a positive learning environment. They learn how to maintain discipline, engage students, manage transitions, and address individual student needs effectively.





**Lesson Planning and Delivery:** Internships provide opportunities for trainee-teachers to design lesson plans, deliver instructional materials, and assess student learning. They gain experience in aligning lesson objectives with curriculum standards, selecting appropriate teaching methods, using educational resources effectively, and adapting lesson plans to meet diverse student needs.

**Assessment and Evaluation:** Interns learn how to assess student progress and evaluate learning outcomes. They gain experience in designing assessments, grading assignments and tests, providing constructive feedback, and identifying areas for improvement. They also learn to use assessment data to inform their instructional practices. The ‘Action Research’ course included in the curriculum of B.Ed programme at Sikshanamandira provides students an ample opportunity in this regard.

**Collaboration and Communication:** The internship program encourages interns to collaborate with colleagues, school administrators, and parents. They learn effective communication skills to interact with students, parents, and other stakeholders. They develop teamwork skills, participate in faculty meetings and contribute to a collaborative educational environment.

**Reflective Practice:** Interns are encouraged to reflect on their teaching experiences and critically analyse their instructional practices. Through self-reflection, they identify their strengths and areas for growth, make adjustments to their teaching strategies, and continuously improve their pedagogical skills.

**Professional Ethics and Responsibilities:** The internship helps interns understand the professional ethics and responsibilities associated with the teaching profession. They learn about maintaining confidentiality, adhering to professional codes of conduct, respecting diversity, and promoting inclusive education.

**Adaptability and Resilience:** Interns encounter various challenges during their internship, such as managing diverse classrooms, handling unexpected situations, and adapting to changing circumstances. These experiences help them develop adaptability, resilience, and problem-solving skills, which are crucial for their job readiness.

Overall, the school internship programme of RKM Sikshanamandira aims to bridge the gap between theory and practice, equipping prospective teachers with the necessary skills, knowledge, and confidence to enter the teaching profession and effectively contribute to the education system. The extent of job readiness from the internship programme and overall B.Ed programme is most evident in the placement rate of the trainee-teachers after the completion of their B.Ed. programme. They are not only placed in Govt. and Govt. aided schools of West Bengal but also in many reputed private schools across the country.